

## St John's Community Primary School – History Curriculum Progression

Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge / understanding	<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Have an awareness of the past using common words and phrases using the passing of time.</b> <b>Know where the people and events they study fit within a chronological framework.</b>		<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Continue to develop chronologically secure knowledge of history</b> <b>Establish clear narratives within and across periods studied</b> <b>Note connections, contrasts and trends over time</b>			
	<ul style="list-style-type: none"> <li>• Understand and use the words past and present.</li> <li>• Use everyday words and phrases to describe the passing of time. Such as ‘over three hundred years ago’ in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time)</li> <li>• Use historical words and phrases to describe the passing of time including dates and decades</li> <li>• Sequence events and changes in my own lifetime.</li> <li>• Understand how to sequence (using basic timelines) events and artefacts such as objects or photographs.</li> <li>• Children realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London.</li> <li>• Sequence more than one historical events and changes in the past.</li> <li>• Can sequence parts of more complex story where action takes place over a period of time.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand and use the term century and name specific dates.</li> <li>• Understand what a timeline is.</li> <li>• Understand that a timeline can be divided into BC and AD/CE.</li> <li>• Use a timeline to place events they have found out about.</li> <li>• Understand that the past can be divided into time periods.</li> <li>• Name the century and dates of significant events from the past that they know about.</li> <li>• Place events in history approximately in the right place on a time line.</li> <li>• Understand the importance of a scale when using a timeline</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the main changes within a period of history (political, technological and cultural).</li> <li>• Develop a timeline using an appropriate scale.</li> <li>• Place historical events and time periods accurately on a timeline.</li> <li>• Describe the main changes within a period of history and over different periods of history.</li> <li>• Use previous learning to inform my timeline scale.</li> <li>• Use a timeline to demonstrate changes and developments in culture and technology.</li> </ul>	
Historical terms <i>eg empire, peasant</i>	<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Use a wide vocabulary of everyday historical terms</b>		<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Develop the appropriate use of historical terms</b>			
	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum, recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, timeline,		As for KS1 plus: century, BC/AD/CE, civilisation, in the ....century, in the ....decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, consequence, culture, monarchy, parliament, democracy, war, warrior, mythology, nomadic, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, hieroglyphic, enemies, reasons, reliable source, timeline,		As for year 3 and 4 plus: change, continuity, legacy, political, social, cultural, empire, government, dynasty, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration, unemployment, crusade, appeasement, preparation, censorship, evacuation, blitzkrieg, blackout, rationing, allowances, information, Labour, Conservatives, Liberals, reform, poverty, campaign, Suffragists, Emmeline	

		(line of) enquiry, perspective, empathy, conclusion, evaluate, pyramid, city-state, Mayans, Neolithic Age, Paleolithic age, hunter-gatherer, fossil, Iron Age, Stone Age, hillfort, roundhouses.	Pankhurst, equality, alliance, conscription, merchant, compulsory, propaganda,
<b>Interpretations of history</b>	<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b>	<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Understand how our knowledge of the past is constructed from a range of sources</b>	
	<ul style="list-style-type: none"> <li>• Know what a source is</li> <li>• Use books, stories, photographs, web-sites, pictures, objects, historical visits to help me find out about the past.</li> <li>• Know how to use clues to find out about the past.</li> <li>• Use more than one type of source to find out about an event or a person from the past.</li> <li>• Understand how to use evidence to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple sources to find out information.</li> <li>• Know the difference between a primary and secondary source.</li> <li>• Evaluate sources in terms of their usefulness.</li> <li>• Identify a primary and secondary source and say which is more reliable.</li> <li>• Look at two versions of the same event in history and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose reliable and useful sources of evidence and start to give reasons.</li> <li>• Give clear reasons why there may be different accounts of history.</li> <li>• Choose reliable sources of evidence and give reasons for my decision.</li> <li>• Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> </ul>
<b>Historical enquiry - Using evidence / Communicating ideas</b>	<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Ask and answer questions</b> <b>Choose and use parts of stories and other sources to show that they know and understand key features of events</b>	<b>National Curriculum.</b> <b>Pupils should be taught to:</b> <b>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</b> <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b>	
	<ul style="list-style-type: none"> <li>• Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?)</li> <li>• Start to answer questions about the past using evidence to help them.</li> <li>• Share what they have found out by telling someone.</li> <li>• Show what they have learnt through drawings, models, art, photographs and drama.</li> <li>• Recount an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a historical question looks like</li> <li>• Use evidence to start to generate their own questions about the past.</li> <li>• Confidently use evidence to help them answer questions about the past.</li> <li>• Devise their own historical questions</li> <li>• Follow a line of historical enquiry given to them by their teacher</li> <li>• Choose suitable sources of evidence for their historical enquiry and use them to support their answers.</li> <li>• Orally retell an event from the perspective of having been there.</li> <li>• Present to others what they have found out.</li> <li>• Write a report, diary entry etc. of an event from the perspective of having been there.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, evaluate and refine their own questions</li> <li>• Follow their own line of historical enquiry.</li> <li>• Choose reliable sources of evidence to help them answer questions giving reasons for their choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Choose reliable sources of evidence to help them to answer questions realising that there is often not a single answer to historical questions.</li> <li>• Adapt and refine their line of enquiry.</li> <li>• Use their historical understanding and empathy to communicate their ideas.</li> <li>• Communicate different viewpoints (orally and written).</li> <li>• Organise a presentation about a historical event, person or source and answer questions about it.</li> <li>• Organise a presentation about a historical event, person or source and lead a discussion.</li> </ul>

<b>Concepts that underpin all historical enquiry</b>			
<b>Continuity and Change in and between periods</b>	<i>Identify similarities / differences between ways of life at different times that have been studied</i>	<i>Describe / make links between main events, situations and changes within and across different periods/societies that have been studied</i>	
<b>Cause and Consequence</b>	<i>Recognise why people did things, why events happened and what happened as a result</i>	<i>Identify and give reasons for, results of, historical events, situations, changes</i>	
<b>Similarity and difference within a period/ situation</b>	<i>Make simple observations about different types of people, events, beliefs within a society</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i>	
<b>Significance of events and people</b>	<i>Talk about who was important eg in a simple historical account</i>	<i>Identify historically significant people and events in situations</i>	